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CRITERIA FOR IMPROVING THE QUALITY OF MAKEUP
FOR HIGH SCHOOL DUPLICATED PAPERS

by

Joseph N. Braycich
B.A., Montana State University, 1949

Presented in partial fulfillment of the
requirement for the degree of Master
of Arts.

Montana State University

1951

Approved:

Jan 26 1951
Chairman of Board
of Examiners

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CHAPTER I

INTRODUCTION

Purpose of paper. Nearly 100 high schools in the State of Montana have duplicated high school newspapers that act as spokesmen for these schools. Duplicated high school newspapers sell themselves to the public by their treatment of news, and by their appearance. They act as a means of expression to the students that work on them.

Many papers lose their potential punch because the makeup is of inferior quality, and consequently reader interest drops.

This writer chose makeup quality for his thesis topic because the problem seemed important in respect to the high school duplicated newspaper. However, poor makeup may be overcome by proper instruction, and by following the basic criteria necessary for good makeup on the duplicated high school newspaper.

The aim of this thesis is to suggest improvements in the makeup of high school duplicated papers by pointing out the necessary equipment which can be best utilized for good results. In addition, this writer will show how the quality and appearance of duplicated papers may improve by careful planning.

I. MATERIAL DISCUSSED

Equipment for improving the makeup of the duplicated high school newspaper includes all those materials which have a direct relationship to the final appearance of the paper. These materials are discussed in Chapter III.

1. Lettering guides and styli. Lettering guides and styli play an important role in the duplicating process. Through the proper use of these instruments the paper is developed into a readable news medium, but too often high school advisers of duplicated newspapers, and students on the staffs, fail to employ these tools of journalism properly. Their products therefore are not high standard and do not serve the best interest of the reader.

2. Typewriters. Good, clean typewriters are also necessary for duplicating high school newspapers. With these machines the student is able to record the stories that pour in from the newswriting department.

In addition to the conventional typewriters, there are electric typewriters, and those that have larger type faces. The quality of makeup should be improved if they are employed.

3. Mimeograph machines. This thesis will also deal with the mimeograph machines necessary for newspaper duplication. Their part in improving the makeup of mimeographed papers will be analyzed and there will be a discussion of various name brands.

4. Ink. The ink needed for mimeographing is another factor of newspaper makeup. Recommendations for good ink will be considered.

5. Paper size. Duplicated high school newspapers are printed in several different sizes, which means that one will have more news per page than another. This writer will endeavor to demonstrate the relationship of sheet size to actual makeup and discuss duplicated papers generally in Chapter II.

6. Paper weight. The weight of the paper is also a contributing factor to makeup. If the proper weights are not selected, it is possible that the finished inking job will not be clean and legible.

7. Color of paper. In conjunction with the weight and size of paper necessary for mimeographing, the color of paper is important. Several different colors are available for duplicating jobs. These colors, like the weight of the paper, play an influential function in makeup.

8. Page planning. Some duplicated high school papers may fail to take advantage of the page-planning process. As a result, these publications lose their readership in schools and towns where they are circulated. Stories don't fit, or headlines may be too short. These faults detract from the appearance of the mimeographed paper. They are usually due to the lack of page planning. Page planning is surveyed in Chapter IV.

9. Method of making dummies. Making dummies for proper line justification will also be reviewed, and suggestions for improving the duplicated paper in relation to this factor will be made. It is necessary to consider every step which deals with the final appearance of the duplicated newspaper.

10. Nameplate. Included in the process of page planning is the size and the placement of the paper's nameplate. Utilization of space and legibility of print will be considered in relation to the nameplate.

11. Masthead. Every duplicated high school newspaper should have a masthead and it should be displayed in such a manner that it will serve as a show window to the reader. This writer will attempt to point out the common errors, and suggest possible changes for the duplicated editorial page.

12. Sectionizing the paper. Chapter IV will deal with the sectionizing of the newspaper, which means the placement of stories in relation to their news value or department, such as sports, features, or editorials.

13. Identification of paper. No duplicated paper is complete without proper identification. Identification includes the name of the paper, date, serial, and volume number, which will also be discussed in Chapter IV.

14. Advertising. High on the list of physical characteristics mentioned in this thesis and necessary for sound makeup is the placement of advertisements. Probably no single factor contributes more to good layout than advertising, but still we find high school papers with improper ad placement. The coloring and illustration of advertisements are also abused. Some papers carry too many ads, while others fail to meet the expense of having them made up.

Ads, like stories, may be large or small and should be placed in the position which best fits the paper's makeup plan. They vary in color, and different kinds of makeup patterns are employed. Some colors add, while other detract, from the appearance of the duplicated high school newspaper.

In addition to the placement, color, and number of ads, the content of advertisements is a major factor and will be taken up in Chapter V.

15. Headlines. This thesis also considers headlines and points out their contribution to makeup.

Without proper headlines the duplicated high school newspaper is nothing but a dead sheet that fails to attract reader attention. There are several different kinds of headlines but only those used in duplicated papers will be discussed in Chapter VI.

16. Illustrations. Finally, the consideration of illustrations or pictures is necessary to complete the makeup program. This writer will attempt to show the common faults which occur in duplicated papers, with emphasis on picture size and placement in Chapter VII.

17. Final analysis. Through personal experience, by the reading of pamphlets, books, magazines, from the suggestions of experts in the field of journalism, and by studying approximately 50 duplicated high school newspapers, this writer will survey faults common in the makeup of duplicated high school newspapers. At the same time, he will attempt recommendations that will be helpful to the advisers and students who publish mimeographed papers.

CHAPTER II

I. PAPER

The foundation of a good duplicated high school newspaper is the paper itself. This chapter is a discussion of the main characteristics of good paper. This chapter also offers recommendations for improving the school paper by emphasis on the kind of paper employed.

Among factors considered in relation to paper is weight. This writer will attempt to point out the results of different paper weights.

Color, and the size of duplicating paper, also are important features taken up in Chapter II.

1. Kinds of paper. Paper manufacturers have devised an infinite variety of paper stocks of every color, texture, design, and weight, to meet man's requirements. Smooth-coated stock is used in printing most of the better books and magazines, especially those in which half-tones appear. Newspapers for the most part are made of newsprint....¹

The paper utilized in the duplicated process for high school journalism may be purchased in different weights. The weight is determined by the number of pounds in 500 sheets (1 ream) of stock size paper. Mimeograph paper is spoken of as 16 lb., 20lb., 24lb., or 28 lb., depending upon the number of pounds to each 500 sheets of stock size paper 17- x 22-inches.²

¹ R. E. Wolsley, Laurence R. Campbell, Exploring Journalism, (New York: Prentice-Hall, 1943), p. 420.

² Blanche McNeely Wean, The Duplicated School Publications, (The National Duplicated Press Assoc., 1940) p. II.

The 20-pound weight of paper seems to be used more than any other kind for duplicated high school papers. This does not mean that the 20-pound weight is the best paper. It is easier to secure. Twenty-pound paper can be purchased in most paper supply stores. The 8 $\frac{1}{2}$ - x 11-inch paper is sold for \$1.75 a ream, while the 8 $\frac{1}{2}$ - x 14-inch paper may be purchased for \$2.00 a ream. Twenty-pound paper has very good blotter action.

According to Claud Lord, foreman of the Montana State University press shop in Missoula, and Robert P. Struckman, assistant professor of journalism at Montana State University, 24 or 28-pound paper is the best weight for duplicated high school newspapers. Twenty-eight pound paper is a great deal heavier than the 20 pound. It also has good blotter action.

The 8 $\frac{1}{2}$ - x 11-inch 28-pound paper is sold for \$2.50 a ream and the 8 $\frac{1}{2}$ - x 14-inch paper is available at \$3.00 per ream.

Twenty-four pound paper also is good for duplicating; however, it cannot be purchased as readily as the 28-pound paper. The demand for 24-pound duplicating paper is great.

2. Results of paper variation. The different weight of paper is the cause of many variations in the finished duplicated paper.

1. Light-weight paper, 16 to 24 pound, is likely to cause off-set and show-through printing. Off-set means the

ink from the freshly duplicated page makes an impression on the back side of the next sheet. Off-set can be eliminated by slip-sheeting.

Show-through is the result of very dark ink impressions on light paper. The inked areas, especially on illustrations and ads, show through the duplicated page. Show-through may make both sides of the page illegible.

2. The lighter paper crumples easier than the heavier stock while going through the feeding process.

3. More static is found in the lighter-weight paper, thus making it harder to feed. One sheet will attach itself to another.

4. Ink stays legible longer on the heavier weights of paper.

5. The blotting action is better on heavy paper used for duplicating.

6. Heavier paper feeds better when folded than the lighter kind.

7. Some students and advisers like to keep albums of high school papers. The heavier weights last longer and ink impressions do not fade as easily under humid conditions.

8. Paper colors. Almost all colors are available in paper to schools for the duplicating procedure.

Among those colors most commonly purchased are white, green, blue, canary, flame, and tan. White paper is used more than any other color.

It is recommended that the white paper be used at all times except for special occasions, such as holiday issues and issues depicting important school events.

Contrary to pseudo-science, Dr. Luckiesh's (of General Electric's lighting laboratory) findings favor white paper over the tinted stocks for easier reading. He concludes that the desideratum is the greatest degree of contrast between type and paper, and he gives to the finest white paper a 97 per cent rating. The best grade of newsprint scales 85 per cent and ordinary grades drop off rapidly. His studies emphasize the importance of well-linked type.³

Advisers should make certain that student journalists do not make a habit of using colored paper. A colored issue should mean a special day or event is being honored.

Colored paper, 28 pound, $8\frac{1}{2}$ - x 11-inches, sells for \$2.00 a ream. The longer $8\frac{1}{2}$ - x 14, is sold for \$2.25 per ream.

4. Paper length. The paper which the schools select for duplicating should be cut to a size which will permit the least amount of waste. Four sheets of $8\frac{1}{2}$ - x 11 inches can be cut from the 17 x 22 inch stock size. Some duplicated papers use the larger size, $8\frac{1}{2}$ x 15 inches.⁴

Most of the duplicated papers in Montana fall into the $8\frac{1}{2}$ - x 11 or $8\frac{1}{2}$ - x 14-inch size group. This paper does not have to be cut from stock paper, but is sold on the market in either the short or long size.

³ George C. Eastman, Leland D. Case, Editing the Day's News, (New York: Macmillan Company, 1947), p. 303.

⁴ Wean, op.cit., p. 10.

If folded sheets are to be used, 15 x 18-inch paper should be purchased. Folded, this makes pages 9 x 15 inches with usable areas 7 inches wide and 14 inches long.⁵

Professor Struckman recommends that the 8½- x 14-inch paper be employed for the duplicated high school newspaper. This larger-size paper has many advantageous characteristics.

5. Advantages of long paper. 1. By using the long sheets fewer pages are necessary.

2. The 8½- x 14-inch paper offers a better foundation for page makeup.

3. More stories may appear on each page when the page is longer.

4. It is not necessary to jump as many stories from one page to the other if the longer page is employed.

5. The amount of time spent for running a short or long page on the duplicating machine is about the same.

6. Longer pages offer greatest freedom for the placement of advertisements and illustrations.

7. The small extra amount of money expended for the long sheets can probably be made up in time saved.

SUMMARY OF CHAPTER

This writer recommends that the 24 or 28-pound paper be used whenever possible for duplicating on the high school

⁵ F. S. Knight, Damon Knight, The Stencil Duplicated Newspaper, (Hood River, Oregon, 1941) p. 14.

newspaper. If the 24 or 28-pound paper is not available, advisers and other purchasers of school supplies, should turn to the lighter grades of paper.

Variations from the heavier types of papers can cause poor makeup due to offset and show-through.

Colored paper should be used sparingly, only for special occasions.

Probably the best paper size to use for the duplicated high school newspaper is 8 $\frac{1}{2}$ - x 14-inch, because it allows more stories per page.

CHAPTER III

BASIC EQUIPMENT

This chapter is a survey of the basic equipment necessary for making up a duplicated high school newspaper.

Makeup is the process of presenting news to the reader in a form that is attractive and clear to him. Your presentation should do two things:

1. It should stimulate the reader's desire to read.
2. It should make reading easy for him.

The second of these two aims is the more important. Too often, in a frantic effort for unique appearance, readability is sacrificed. Appearance without readability is worthless.¹

Among the necessities for publishing a duplicated paper mentioned in this chapter are lettering guides, styli, typewriters, duplicating machines and ink.

I. LETTERING GUIDES

Lettering guides are celluloid or plastic devices that have the letters of the alphabet inscribed and cut out. These instruments are necessary for writing headlines, making advertisements, tracing illustrations, and general makeup work. They come in many sizes. People using them may do so very easily by tracing through the cut-out openings.

¹ Frederick W. Maguire, Richard W. Spong, Journalism and the Student Publication, (New York: Harper and Brothers, 1961), p. 181.

"Lettering guides are procurable not only from duplicator concerns but also from drafting supply companies."²

Lettering guides can be bought at most school supply stores for \$2.75 up to \$5.25. They are used mainly for lettering headlines. Through the proper use of these instruments, the headline is clearer, more exact, and standardized. There is less chance for an inferior makeup job.

1. Number utilized. According to Professor Struckman, adviser of the Montana Interscholastic Editorial Association, high school journalists have the habit of employing too many different kinds of lettering guides.

Professor Struckman says that the employment of too many lettering guides causes bad makeup. Too many type faces will cause a lack of uniformity, and uniformity is necessary for good duplicated newspaper makeup.

He further recommends that the problem of too many lettering guides can be remedied by not buying more than the two or three different sets which are absolutely necessary. These sets would include both upper and lower case letters, and the numbers.

When a minimum number of lettering guides is used, the student journalist becomes better acquainted with each one and therefore is able to employ it more professionally.

²Blanche McNeely Wean, The Duplicated School Publications, (The National Duplicated Press Assoc., 1940) p. II.

2. Kinds of lettering guides. The A. B. Dick Mimeograph Company has an array of 41 lettering guides that can be used for page makeup on the duplicated high school newspaper. Among the ones they have are display, shadow, italic, cartoon, dual condensed, condensed, dual Roman, Roman, extended, script, and modern display.

According to Professor Struckman, high school students and advisers can do a good job of makeup on the duplicated high school newspaper by employing two different kinds of lettering guides, the dual Roman, and italic. Both the upper and lower case characters are found in these lettering guides. These two lettering guides are easy to read and offer enough contrast for good duplicated makeup. They also conserve space.

"The prime requirement for newspaper text type is the highest degree of legibility consistent with the least demands of space."³

Many different sizes, in addition to the kinds of lettering guides, can be purchased. However, it is recommended that the one-quarter and one-half-inch lettering guides be utilized for headline writing on the duplicated high school newspaper.

³ George C. Bastian, Leland D. Case, Editing the Day's News, (New York: Macmillan Company, 1947), p. 293.

The new type of lettering guide recommended by the A. B. Dick Company has a tapered opening, which provides fast and easy entrance by the stylus.

Both upper and lower case lettering guides are necessary to give the page enough contrast. Advisors and editors of the duplicated high school newspaper should make sure that the upper case letters are not used too much on any one page.

3. Results of too many lettering guides. Lettering guides are obtained rather easily. Students and advisors have a tendency to purchase too many. If all these lettering guides are employed, they have startling effects on duplicated newspaper makeup. Here are a few results:

1. The reader gets the impression of over-crowdedness and lack of planning.

2. Some of the shaded lettering guides are hard to read. They should not be used frequently, especially not on the nameplate.

3. Many lettering guides take special skill and time, which is not available on most duplicated publications.

4. Advertisers complain about confusion when too many type faces are used.

5. Students have a tendency to utilize only the "fancy" lettering guides, if a large assortment is accessible.

6. Shaded, dark letters usually leave ink impressions on the reverse side of the page, thus making that page hard to read.

7. When many different kinds of lettering guides are used on advertising, the finished page has the appearance of muddled type and is, in most cases, ineffective.

8. The fewer lettering guides purchased means that the money saved can be utilized for more important needs.

II. STYLI

1. General characteristics of styli. Styli play an important part in the makeup of a duplicated high school newspaper. They are used to make the impressions on stencils. Styli are pen-shaped in form; they vary in length, and have different writing or drawing points. Best results occur when styli are employed with lettering guides for headlines, and traced materials for illustrations.

Free-hand headline writing should be discouraged because of the inconsistency in size and quality of letters that result from such practices.

Styli can be purchased from commercial duplicating companies in many different styles; for line ruling, for broken line ruling, for signatures (ball type), and the spoon stylus for use with the screen plate.⁴

2. Kinds of styli recommended. The adviser of the duplicated school paper should limit the number of styli, as he should the number of lettering guides.

Professor Struckman recommends that not more than five or six different styli be used on the duplicated high school newspaper for good makeup.

In the absence of commercial styli, improvised ones may be used--small wheels of an old alarm clock fastened to a pen holder loosely enough to allow them to turn; a pin stuck into the eraser of a pencil; a needle stuck into a pen; any smooth rounded surface may be used for the screen plate.⁵

Styli are listed and given numbers, according to their use, by the A. B. Dick Company. Those recommended by Professor Struckman include the following numbers:

1. 405c--This fine loop stylus has many general uses. It can be used on thinner lines, such as those used on advertising borders, or for detailed tracings.

2. 462--The 462 model stylus is a fine wheel stylus that makes broken line impressions. It can be used for gray-tone lines, ruled forms, cut-off lines, and for tracing drawings.

3. 41018--This sharp point stylus should be utilized for signatures, free hand music, shorthand, maps, and any other tracings where a fine line is necessary.

4. 1411 A,B--Here is a dual stylus with a separate point on each end. The 1411A is used for tracing through smaller lettering guides, and the 1411B through larger ones.

5. 1412 A,B--This is another dual stylus, having a large loop on one end for large shaded areas, and a ball point on the other for detailed shadings close to lines.⁶

⁵Wean, loc. cit., p. 11.

⁶Pamphlet, A. B. Dick Mimeograph Accessories, (Chicago: 1951).

The fine point styli are recommended because they give the duplicated high school newspaper a neater appearance, when utilized properly. The finer styli also require less space, and the ink is not apt to run on the finished page, as it might where heavier styli are employed.

Another type of stylus now appearing on the market is the 469 Roll Point, which can be used satisfactorily for all types of free-hand drawing and writing.⁷

III TYPEWRITERS

1. Typewriters. These machines are essential in the makeup process of the duplicated high school newspaper. The stencil is cut with the typewriter. Typewriters also take the place of lettering guides for writing smaller headlines.

2. Conventional type sizes. The two most common type sizes found on typewriters are elite and pica. Pica is probably used more than any other type size. The name pica comes from the size of the type character, which 12 point or approximately one-quarter of an inch high. Pica type is one-sixth of an inch wide.⁸

Pica type is darker in body than the elite and, as a result, darker impressions are made for the duplicated high school newspaper.

(This is an example of pica type.)

⁷ Russell W. Gansler, Fundamentals of Mimeographing, (Chicago: A. B. Dick Co., 1950), p. 10.

⁸ Maguire, Spong, op. cit., p. 168

Elite type is also about one-quarter of an inch high, but the lines making up each character are thinner and give a finer impression.

(This an example of elite type.)

Elite type is recommended for the duplicated newspaper because more characters per inch may be printed. The fine lines also give school publications a neat appearance.

3. Automatic typewriters. In addition to the regular model typewriters, the Varityper is available. The type faces and style are interchangeable, which offers greater contrast for duplicated makeup. With a Varityper it is not necessary to use lettering guides, provided the headlines are not too large.⁹

Another machine that may be used for the duplicated newspaper is the electric typewriter.

The main feature of the electric typewriter is the even key strike, which gives the stencil and the finished page a uniform appearance. It is also easy to operate. An experiment by Dr. Hardin L. Forkner, professor of education at Teacher's College, Columbia University, and Dr. John L. Rowe, assistant professor of education, proved that instruction on the electric typewriter was practical and more simple than the conventional type.¹⁰

⁹ F. S. Knight, Damon Knight, The Stencil Duplicated Newspaper, (Hood River, Oregon, 1941), p. 13.

¹⁰ Pamphlet, Royal Standard, "Electrics Become a Classroom "Must"", (New York: October, 1950), p. 9.

High schools may not be able to afford the electric typewriter; however, there is usually one in every town. The adviser, and students that publish the duplicated high school newspaper, could probably make arrangements to use this machine, because few papers come out more than once every two weeks.

4. Condition of typewriters. Very pertinent to the makeup of the duplicated high school paper is the condition of typewriters. The best typewriters in every school should be chosen for cutting stencils. Dirty typewriters, especially those having wax-filled letters from the stencil, may cause poor page makeup.

When oval letters are full of erasures, stencil wax, and other typewriter dirt, their impressions are bad. Letter bars that have been broken should be replaced and any other mechanical repairs should be made.

The condition of typewriters used in the duplicating process can be improved by good habits. The school paper adviser should stress typewriter care since the machine is so important for publishing the duplicated paper.

5. Care of machines. If journalism and typing classes use the same machines, the teacher and paper advisers are in position to give proper typewriter care instructions.

The Royal Typewriter Company offers a few suggestions along these lines:

1. Don't erase over the printing point. Move the carriage a little to the left or right so the erasure grit will fall onto the erasure-protecting shield or desk.

2. Don't tie your erasure to your typewriter. It can become caught in the working parts of the machine.

3. Don't use a pin to clean the type. The brush that is delivered with your typewriter is safe and thorough.

4. Don't use too much oil in wiping the parts of the machine.

5. Don't leave the typewriter uncovered when not in use.¹¹

In addition to these suggestions, it is recommended that the typewriter be dusted twice daily. The exposed parts should be oiled, but only under the supervision of an expert.

The life of the cylinder and feed rolls can be prolonged by feeding two-sided blotting paper, preferably size 8½ x 11", through the machine several times after the typewriter is used for writing stencils. When the machine is used continuously for stencil writing, the blotting operation should be used three or four times.¹²

6. Other type faces available. The kinds of typewriters were mentioned earlier in this chapter, but little was said of the additional type faces available. Some of these less common type faces are available to high schools for duplicated publications and can be employed very effectively. Those on sale now for public consumption are Pica Gothic, Display, Roman, Gothic Narrow and Wide, Italic, Bank, Perforating, Old English, and Vertical Script. Some of these type faces are illustrated on page 24.

¹¹ Pamphlet, Royal Typewriter Company, (Here Is Your Gray Magic Royal," (New York), p. 3.

¹² Ibid. p. 3

The sizes of these type faces are given in relation to the number of characters that is required for an inch of copy.

These sizes range from five characters to the inch, in the Display, to 10 characters to the inch in the Pin Point Gothic.

It is recommended that the finer characters be used because they allow more copy per inch. The use of Script and other type faces which are hard to read should be discouraged on the duplicated school newspaper.

The Roman and Italic types can be used very effectively for both headline writing and advertising makeup.

III. DUPLICATING MACHINES

1. General information. The makeup of a duplicated high school newspaper depends largely upon the duplicating machine. If the page is planned well, and the duplicating machine is in good order, the finished product should be good. Obsolete and defective duplicating machines, on the other hand, could cause the product to be poor.

Representatives of duplicating machines recommend that proper instruction be given before duplicating is attempted. This service can be provided by the high school paper adviser, or the commercial teacher. Occasionally company representatives give free demonstrations to groups of high school students and teachers.

Underwood Type Styles

Other Type Samples Available

This is a specimen of
Underwood CONDENSED MICROTYPE
16 Pitch 1234567890
Also available 1234567890

This is a specimen of UNDERWOOD
MICROTYPE 12 PITCH
1234567890
or
1234567890

This is a specimen of UNDERWOOD SMALL GOTHIC Type
16 PITCH 1234567890

THIS IS A SPECIMEN OF
UNDERWOOD CONDENSED ELITE GOTHIC TYPE 16 PITCH
1234567890 ALSO AVAILABLE 1234567890

This is a specimen of
UNDERWOOD DISTINCTIVE ELITE Type
12 PITCH 1234567890

This is a specimen of UNDERWOOD
DISTINCTIVE ELITE Type
10 PITCH 1234567890

This is a specimen of
UNDERWOOD WIDE ELITE Type
10 PITCH 1234567890

This is a specimen of
UNDERWOOD ELITE VICTORIA Type
12 PITCH 1234567890

This is a specimen of Underwood ELITE
ITALIC type 12 Pitch
1234567890

This is a specimen of Underwood
ITALIC type
10 Pitch 1234567890

THIS IS A SPECIMEN OF
UNDERWOOD CONDENSED ITALIC
Type 9 PITCH 1234567890

This is a specimen of
Underwood LARGE ITALIC type
9 Pitch 1234567890

This is a specimen of
UNDERWOOD DISTINCTIVE PICA
type 10 PITCH 1234567890

This is a specimen of
UNDERWOOD STYMIE Type
10 PITCH 1234567890

This is a specimen of UNDERWOOD
LARGE PICA Type 10 PITCH
1234567890

This is a specimen of UNDERWOOD
MEDIUM ROMAN Type 10 PITCH
1234567890

This is a specimen of
Underwood GREAT PRIMER type
9 Pitch 1234567890
Also 1234567890

This is a specimen of
UNDERWOOD GREAT PRIMER
Type 8 PITCH
1234567890

This is a specimen of UNDERWOOD
SMALL VICTORIA Type 10 PITCH
1234567890

This is a specimen of
Underwood VICTORIA type
9 Pitch 1234567890

This is a specimen of
UNDERWOOD WIDE VICTORIA
Type 8 PITCH 1234567890

Underwood Type Styles

Other Type Samples Available

THIS IS A SPECIMEN OF
UNDERWOOD ELITE GOTHIC TYPE
10 PITCH 1234567890

THIS IS A SPECIMEN OF UNDERWOOD
ELITE GOTHIC TYPE 12 PITCH
1234567890

THIS IS A SPECIMEN OF UNDERWOOD
PICA GOTHIC TYPE
10 PITCH 1234567890

THIS IS A SPECIMEN OF UNDERWOOD
MEDIUM ROMAN GOTHIC TYPE
10 PITCH 1234567890

This is a specimen of
UNDERWOOD LIBRARY GOTHIC
type 9 PITCH
1234567890

THIS IS A SPECIMEN OF
UNDERWOOD LARGE ROMAN
GOTHIC TYPE 8 PITCH
1234567890

THIS IS A SPECIMEN OF UNDERWOOD
ELITE GOTHIC AND ELITE GOTHIC
CHECK PERFORATING TYPE 10 PITCH
1234567890 ALSO 1234567890

THIS IS A SPECIMEN OF UNDERWOOD
PICA GOTHIC AND PICA GOTHIC
CHECK PERFORATING TYPE 10 PITCH
1234567890 ALSO 1234567890

THIS IS A SPECIMEN OF
UNDERWOOD PICA GOTHIC CHECK
PERFORATING TYPE
10 PITCH 1234567890

This is a specimen of
Underwood Old English
Type 8 Pitch 1234567890

This is a specimen
of Underwood
GIANT PRIMER type
6 Pitch 1234567890

THIS IS A SPECIMEN
OF UNDERWOOD WIDE
GOTHIC TYPE 6 PITCH
1234567890

This is a specimen
of Underwood
BULLETIN type
6 Pitch 1234567890

THIS IS A SPECIMEN
OF UNDERWOOD EXTRA
LARGE GOTHIC TYPE
6 PITCH 1234567890

2. Kinds of machines. Several different machines may be purchased for duplicating high school newspapers.

Probably most common in Montana high schools is the A. B. Dick duplicating machine. Recent purchases revealed that schools in western Montana were beginning to buy electric duplicating machines.¹³

The cheapest A. B. Dick duplicating machine is the model 410, which can be purchased for \$97.00, school price. This model 410 is not recommended for high schools, however, but for light office work.

Another type of A. B. Dick duplicating machine utilized by some high schools is the large electric model 435 duplicator. This machine is sold for \$850.00. Since this duplicator costs so much, high schools usually buy the smaller machines.

According to Mr. Jess Anders, A. B. Dick representative in Missoula, Montana, more model 440's were sold than any other machine. Anders recommended this machine for high school newspaper use.

The model 440 has a closed cylinder with brush attachment for hand inking. It has both rail and cylinder adjustments for straightening margins, and accurate duplicating. The 440 has a capacity of 250 sheets and is hand driven. In addition to these features, the 440 comes equipped with a roto-grip feed and sheet counter.

_____, Wesley Clark, representatives for the
_____-o-Print mimeograph machines in Missoula,

Makeup may be improved by the use of machines like the 440, because dual coloring is possible without too much difficulty. Dual coloring can be attained by placing an impervious sheet over the pad being used. A new pad is placed over the impervious sheet and the color or ink desired is applied. When the coloring is completed, the extra sheet and pad are removed.¹⁴ The model 440 costs \$440.00.

Duplicating machines, like typewriters, should be cared for by experts.

Another machine used by some high schools is the Speed-o-Print. This duplicator has almost all of the features as the A. B. Dick 440, but it is not built as sturdily. The Speed-o-Print also has the adjustable rail for paper alignment and self-inking cylinder. The paper counter appears on the Speed-o-Print also. This machine, however, does not have the adjustable cylinder for margin alignment. The Speed-o-Print is sold for \$179.00.

Other machines sold on the market, having practically the same features as the A. B. Dick and Speed-o-Print duplicators and recommended for high school newspapers, include the Ditte Model D-15, Remington Rand, and the Marr Model "G".

¹⁴ Canaler, op. cit., p. 13

Some schools also use the hectograph process of duplicating. The hectograph is a product of the Ditto Company. It is not used very extensively in high schools because the number of clear copies per stencil is limited. Hectograph is a gelatin process which picks up impressions made on a master copy. It is less expensive than the other duplicating machines.

Good makeup may result through the use of any one of these machines mentioned; however, a few general rules should be followed:

1. To assure uniform distribution of ink the machine should be level.
2. To avoid flooding, no more ink should be placed in the cylinder than is necessary to obtain satisfactory copies.
3. Do not force the vertical guides or rails against the paper. This will cause the paper to crumple.
4. Clean the impression roller whenever a great deal of duplicating is being done.
5. Keep your machine covered when not in use.¹⁵

IV INK

1. Ink for best results. Black ink is the best ink for duplicated makeup. However, to give duplicated papers

¹⁵ Pamphlet, Caring for Your Duplicator, (Ditto Company), pp. 1-9.

makeup contrast, other colors may be employed. It is not recommended that one use any color but black ordinarily because some colors are hard to read. Advisers should control the colors utilized for high school duplicating, by indicating when other colors may be used. Students have a tendency to experiment with colors other than black. These experiments usually result in inferior readability.

Duplicating ink is available in many colors, namely: black, blue, red, green, brown, purple, and yellow. This does not mean that the colors mentioned are the only ones utilized. Inks can be mixed to produce different color hues.

Color work is particularly valuable in creating enthusiasm and selling the school paper. Color adds beauty to the cover page and attracts, it adds a sense of patriotism to the sport page if school colors are used, and creates atmosphere in advertising. All holiday editorials and announcements are made more impressive by color.

Choose harmonious colors. The proper blending produces greatest beauty.¹⁶

2. Quality of ink. Most of the duplicating ink on the market today is suitable for high school newspaper duplicating. However, the composition of some ink produces darker impressions that do not fade.

Mr. Wesley Clark, Speed-o-Print representative, recommended Sure-Rite ink which can be purchased in nearly all school supply stores. Sure-Rite comes in two different

¹⁶ Wean, op. cit. p. 57

sizes, the one-pound and half-pound containers. There are also two different qualities of Sure-Rite duplicating ink. One may be purchased for \$1.25 per pound and the other for \$2.50. Clark recommended the cheaper type of ink for duplicating high school newspapers and claimed that neither of the two inks would fade.

In addition to the Sure-Rite ink another type was recommended by the A. B. Dick representative. This was ink number 1767X for closed cylinder duplicators and 7290 for the open cylinder machines. Both inks cost \$2.50 per pound. The A. B. Dick representative declared that the 1767X type ink was used most for duplicated high school newspapers.

The 1767X ink has an emulsion base and there is no chance of the oil separating from the ink in the cylinder. It is a permanent ink and is used on government files.

The 7290 ink does not dry as quickly as the 1767X, therefore, paper with good blotting action is necessary. These two inks can be purchased in several different colors, namely: yellow, blue, brown, orange, red, and green.

Another ink is now available for duplicating; however, it is not recommended for high school duplicating except in cases of extreme necessity. This is the Contact-Dry. It receives its name from the fact that just as soon as the impression is made the ink dries. No slip sheeting is necessary.

The Contact-Dry ink needs special attention because it varies in different temperatures and dries very quickly if the ink container is left open. Contact-Dry ink sells for \$2.50 per pound.

3. Utilization of various colors. Early mention was made of the colors available in duplicating inks. Color adds to the appearance of the duplicated paper, especially on special occasions.

The color work should be used to make certain work outstanding. The color work must also be dried carefully before the second run is made in order for the color and black to stand out evenly.

Too much color can ruin an otherwise attractive page. Hand inking of color material requires care so that some of the colors are not too bright and others too dim.¹⁸

V. SUMMARY OF CHAPTER

For good duplicated makeup these recommendations may be followed:

1. The lettering guides purchased for the duplicating process should be limited to those absolutely necessary for good makeup. In the same respect, styli should be purchased with discretion.

2. Typewriters are available with many different type faces but the elite and pica faces are used in most high schools. It is recommended that the larger, automatic typewriters be utilized if available.

3. No definite ink is recommended for the duplicating process. Advisers should note the kind giving the best results.

4. Probably the best duplicating machine is the A. B. Dick model 440. However, this writer does not recommend any particular machine. The type and brand of duplicating machine should depend on the circumstances under which they are used.

CHAPTER IV

PAGE PLANNING

This chapter deals with the page-planning process necessary on the duplicated high school newspaper. It also will survey the making of page dummies and point out their importance in relation to page makeup. In addition, the nameplate, masthead, and use of page folios are given consideration.

I. MAKING DUMMIES

1. Dummies. Many of the duplicated high school papers examined by this writer showed a lack of planning. When illustrations and headlines appear in the space reserved for margins, one can assume that the page was not planned; a dummy was not made.

To wait until all stories and headlines are set in type before planning the makeup and then trying to fit the type into place on the page would be worse than working a jigsaw puzzle. Time would be wasted and the result would not be satisfactory. Makeup must be planned in advance.¹

Practically the same procedure is followed for making up the duplicated paper as for printed publication. Fundamentally, the page has to be planned through the use of a

¹ DeWitt C. Reddick, Journalism and the School Paper, (Boston: D. C. Heath and Company, 1949), p. 329.

dummy sheet. The dummy sheet for a duplicated high school newspaper page is a copy from which the finished page is made.

The makeup editor is responsible for arranging the news, illustrations, and advertisements on the dummy sheets exactly as he wants them to appear in the finished duplicated paper.

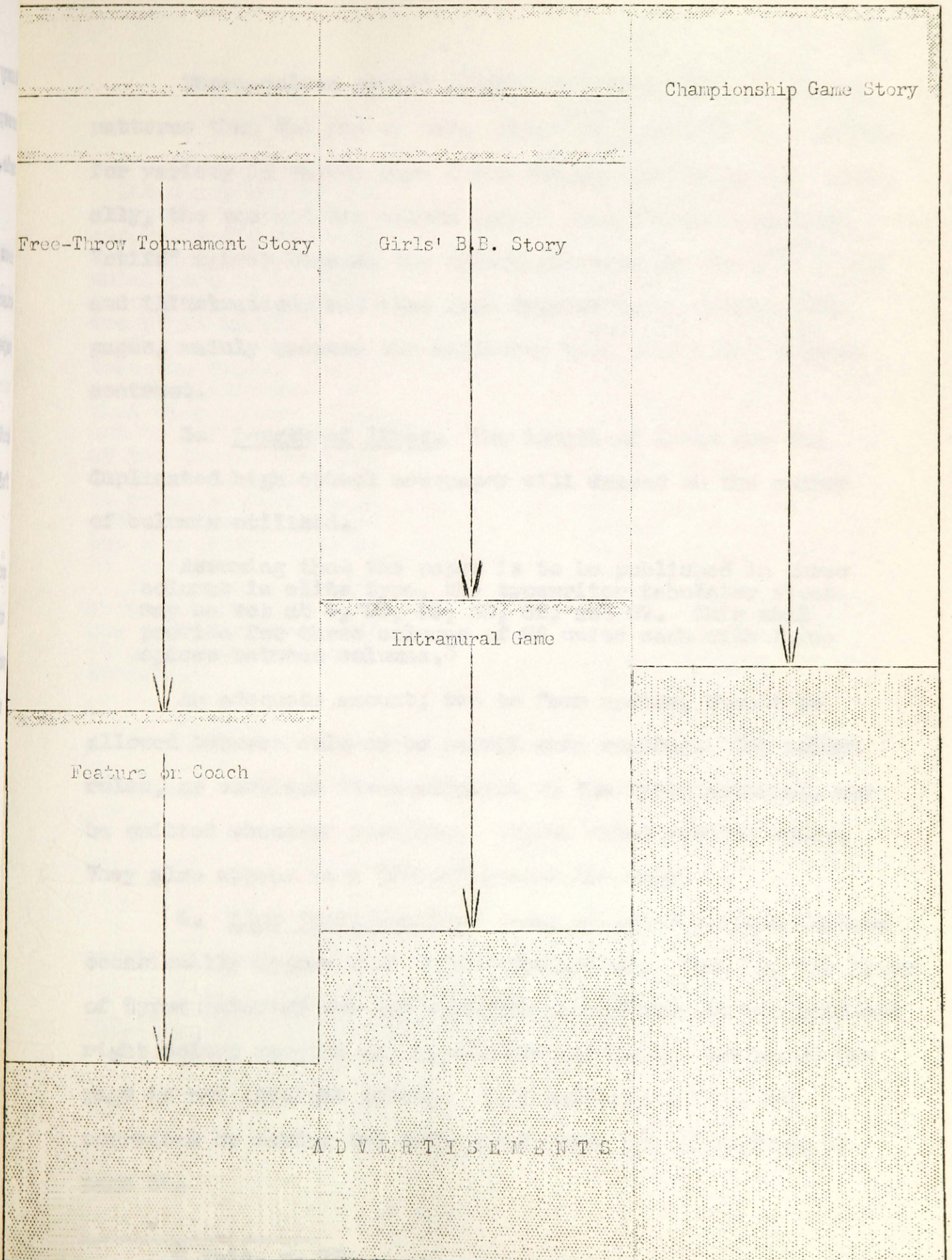
Through the use of dummy sheets, fewer errors appear and the typists, artists and ad makeup men have something to follow in their work.

The size of the dummy will depend largely upon the actual paper size. Dummies, for convenience, should be exactly the same size as the paper; thus an $8\frac{1}{2}$ - x 11-inch paper would require an $8\frac{1}{2}$ - x 11-inch dummy. The same rule would apply for the larger, $8\frac{1}{2}$ x 14-inch paper. A dummy illustration appears on page 34.

2. Number of columns. The number of columns for a duplicated high school paper depends upon the decisions of the adviser and editor. Their decisions should be based on makeup possibilities.

Duplicated papers are usually produced with one, two, three, or four columns, although an occasional paper uses the five columns. The one-column paper does not resemble a true newspaper. Two columns are better, but three are better still. Four or more columns are generally most practicable unless micro type or special wide stencils are used. A wide stencil, of course, requires a special duplicating machine.²

² F. S. Knight, Damon Knight, The Stencil Duplicated Newspaper, (Hood River, Oregon, 1941), p. 15.



Three-column papers allow for more attractive makeup patterns than the one or two. There is a greater possibility for variety in makeup when three columns are employed. Usually, the one and two column papers give the impression of "stiff" makeup because the makeup patterns are limited. Ads and illustrations are also more impressive on three-column pages, mainly because the adjoining type allows for greater contrast.

3. Length of lines. The length of lines for the duplicated high school newspaper will depend on the number of columns utilized.

Assuming that the paper is to be published in three columns in elite type, the typewriter tabulator stops may be set at 4, 29, 33, 58, 62, and 87. This will provide for three columns of 26 units each with three spaces between columns.³

An adequate amount, two to four spaces, should be allowed between columns to permit easy reading. The column rules, or vertical lines adjacent to the typed material, may be omitted whenever possible. Column rules require space. They also appear as a "fence" around the copy.

4. Line justification. High school duplicated papers occasionally appear with unjustified lines. That is, the lines of typed material are not straight up and down in the left and right column margins and typed material at the bottom of the page is not straight across. This common fault can be corrected by making the duplicated paper as illustrated on page 36.

LINE JUSTIFICATION

The dummy should be prepared in this manner, using the diagonal to indicate the spaces which need to be made in order to justify the right margins.

Care must be taken that the spaces are evenly distributed so that wide spaces will not be left at the end of the line. Sometimes it is possible to crowd letters together if only one or two characters need to be inserted.

The right margin shows the results of the justification as it will appear on the stencil.⁵

The dummy should be prepared in this manner, using the diagonal to indicate the spaces which need to be made in order to justify the right margins.

Care must be taken that the spaces are evenly distributed so that wide spaces will not be left at the end of the line. Sometimes it is possible to crowd letters together if only one or two characters need to be inserted.

The right margin shows the results of the justification as it will appear on the stencil.⁵

Line three in the above story has been justified by crowding. Crowding is accomplished by using the back space on the typewriter.

⁵ Blanche McNeely Wean, The Duplicated School Publications, (Duplicated Paper Assoc., 1940), p. 40.

When lines are justified the duplicated high school newspaper appears neater and more professional.

Justification must not be considered only the straightening of lines.

Insufficient space between words causes them to run together, and the line is difficult to read. On the other hand, too much space often results in "rivers" of white which are also undesirable because legibility is reduced and the pages take on a streaked appearance. Consequently, close attention should be given to justification.⁴

5. Bending stories. High school journalists working on the duplicated paper occasionally bend stories in the wrong places. A story is said to be bent when it is necessary to continue it into an adjacent column. These story divisions should appear where the natural reading breaks occur. Bending should not be confused with jumping which is taken up later in this chapter.

Many times, when a story is too long, the bent portion is placed in an inconspicuous position on the page, thus making it difficult to locate. Bent portions of stories must touch part of the original chunk of story so the reader can find his way.

If it necessary to bend one line, the story should be reorganized. One-line portions of stories, especially at the tops of pages, usually result as "widows." The white space around these short bent portions (widows) are unattractive. It is considered a poor practice to bend less than four lines.

⁴ Albert A. Sutton, Design and Makeup of the Newspaper, (New York: Prentice-Hall, 1948) p. 109.

Words appearing at the ends of lines or paragraphs should be divided only at the syllables.

6. Jumping stories. Rare is the day when page one produces enough space to display everything the editors believe should be in their newspaper's window. Space in that show window is in great demand, and one of the ways in which editors open up more space on it is to continue to inside pages begun on page one. This practice is called "jumping stories," and it automatically jumps us to the inside pages of the papers we are studying.

Almost all editors regard jumping stories as a bad practice, and seek to avoid it as much as they can. Editors believe that rather than turn to an inside page to continue reading a story started on page one, many readers simply stop reading it altogether. The perfect page one would have no jumps. Yet the practice of jumping is almost universal. The soundest practice is to hold jumps to a minimum, but to use them when they provide the only way of producing an interesting front page.⁶

Sometimes stories can be re-arranged on the page, thus jumping is avoided. When stories are jumped from one page to another, the jumped stories should have appropriate headlines so the reader can follow quickly and easily. The jumped portions of stories should not carry the identifying mark, "Continued from page ...". The headline should be self-explanatory.

It is considered poor practice to jump stories to the tops of pages where no headlines appear.

To make reading easier, directions for finding the remainder of a jumped story should be placed at the end of the first break. For example, a story printed on page one that needs additional space for completion would carry the traditional, "continued on page..." at the bottom of that portion appearing on page one.

II. NAMEPLATE

1. **Nameplate.** One of the typographical units of the front page that has persisted from the time of the earliest newspapers is the nameplate, so called because it gives the name of the publication and is usually printed from a durable metal plate.

The nameplate serves much the same purpose as the title printed on the cover of a book or at the beginning of an article; it identifies the newspaper and gives some significant facts about the publication.⁷

On the duplicated high school newspaper, the nameplate is traced through a lettering guide, or drawn free hand on a hard piece of cardboard.

2. Size of nameplate. No definite size can be suggested for the nameplate of the duplicated paper. However, a few rules in relation to size may be followed:

1. Don't make your nameplate so big that it dwarfs the stories and headlines that appear on page one.

2. The lettering for the nameplate should not exceed the outer column-rule limits.

3. For papers employing one to four columns, nameplates with approximately one-inch letters are recommended.

4. Don't make your nameplate too small. The nameplate is your main mark of identification.

5. The size of your nameplate may fluctuate with its position on the page. Smaller letters may be used to conserve space or to emphasize the importance of a story.

⁷Sutton, op. cit. p. 331.

3. Placement of nameplate. Usually the nameplate for duplicated high school newspaper is placed at the top of page one, allowing equal margins at the top and sides.

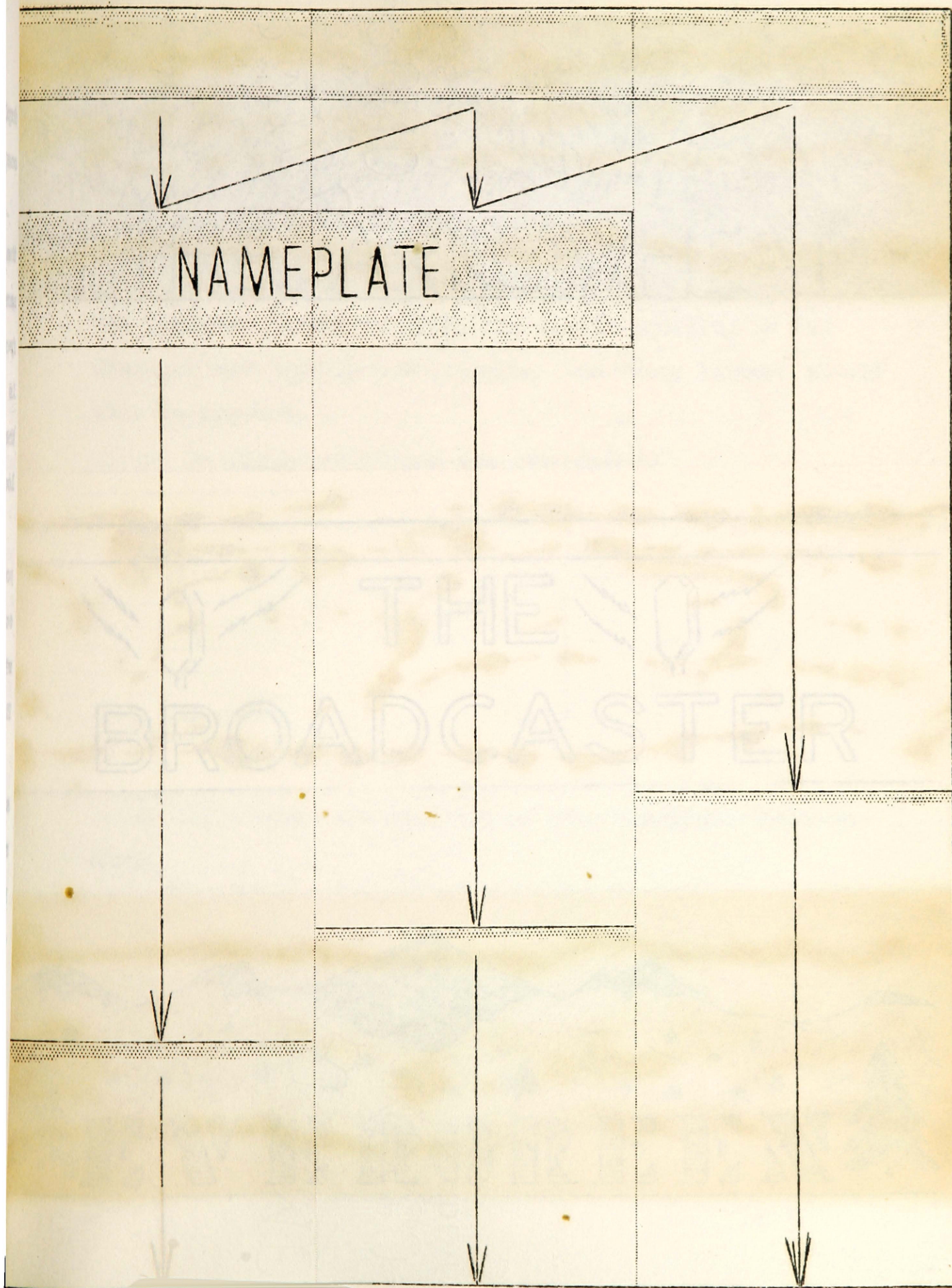
It is recommended, however, for contrast in makeup, that the nameplate position be changed occasionally. The nameplate can be moved to a position one-fifth of the way from the top of the page, as illustrated on page 41. Makeup is considerably easier if the nameplate is placed flush with the left margin, rather than having it centered, when moved lower on the page.

When the nameplate is moved from the top-of-page position, important stories should appear over it. It is considered appropriate to have accompanying illustrations with the nameplate for identifying the school paper better. This is illustrated on page 42.

Boxed information, smaller than the nameplate type and called "ears" may be used for important data. They should appear on the right and left sides of the nameplate. Ears should not be used habitually, but mainly for special notices or paper features.

4. Type used for nameplate. One of the main prerequisites is that the type used in the nameplate should be strong and dignified, since it announces the name of the newspaper to all who will observe. Its voice should be firm and confident if it is to command due respect and represent the owners and staff in a suitable manner. No note of apology or weakness should be apparent in the approach. Consequently, Italic or Script types, which are the weakest styles

ILLUSTRATION NO. 4 ALTERNATE NAMEPLATE POSITION





of all, should be used with extreme caution. A certain amount of strength can be obtained by employing the bolder versions of these types, but their use sometimes results in effects that appear forced and out of place. Romans (both Oldstyle and Modern), Gothics, and Texts are much better adapted to the purpose.⁸

Professor Struckman states that too many duplicated papers in Montana have nameplates that are hard to read. The greatest factor contributing to illegibility is indistinct and lightly cut letters. Too fancy letters should also be avoided.

5. Recommendations for nameplates.

1. Choose a simple but effective name for your school paper.
2. Avoid making the nameplate too large.
3. Don't employ fancy letters that may be difficult to read.
4. Make the nameplate the outstanding identifying mark of your duplicated paper.
5. Change the position of your nameplate occasionally.
6. Avoid cluttering the nameplate with too many illustrations.
7. Make the nameplate a tradition for your duplicated paper.

⁸ Sutton, loc. cit. p. 332.

III. PAPER IDENTIFICATION

1. Dateline. Below the masthead(nameplate) goes the "dateline," a single line of type carrying the date, volume, and issue number, name of school, place of publication... It is usually enclosed between two parallel rules about a quarter of an inch apart. On inside pages the dateline includes only the name of the publication, date and page number, and is underlined by a single rule. It usually runs at the top, but to save space, may be run vertically in the side margin, or eliminated entirely.⁹

Professor Struckman indicates that some duplicated papers in Montana fail to carry the place of publication on their dateline.

Page numbers should be clearly imprinted at the top of each page except page one. Page one should carry the serial number, which is the numeral indicating the number of consecutive papers published in one particular year. A paper published every two weeks would start with the number one when school begins and continue numbering until the last issue was out. The following year it would start with number one again.

In addition to the serial or issue number, a volume number should appear on page one, in the dateline. The volume number changes at the end of each year.

IV. MASTHEAD

1. The masthead. The identifying mark for the editorial section of the duplicated high school newspaper is

the masthead. It should appear in every duplicated newspaper. The masthead tells who is responsible for publishing the newspaper.

2. Size of masthead. The size of the masthead depends upon the number of people involved in making up the paper, both mechanical and editorial sections. Some advisers recommend the single-column masthead while others employ the double-column.

If the single-column masthead extends more than four inches in depth on the editorial page, the makeup pattern of that particular page may improve by switching to the double column.

3. Position of masthead. Mastheads for school papers are usually found in the upper left-hand corner of the editorial page. Some staffs run their mastheads at the bottom of page two in either the right or left-hand corners. Other staffs favor the final page for their masthead. However, the editorial page is traditional.

Makeup should be considered in the placement of the masthead. If the traditional place hinders good makeup, the masthead should be changed to one of the other suggested positions.

4. Composition of masthead. The masthead should tell the name of the paper, city and state; name the class or other group that publishes the paper; names of the members of the staff; frequency of publication; subscription price; and sometimes other items.⁴

The adviser should attempt to make sure that all staff members' names appear in the masthead. Occasionally, however, an entire journalism class publishes the school paper. If the class is big, too many names would appear in the masthead. Under these conditions, the adviser should decide what names should be listed.

The adviser's full name, (Mr. or Mrs.), with initials should appear.

Once in a while an editor will box his masthead. This is not necessary. However, a single or double cut-off rule should be placed at the top and bottom of the masthead.

V. SECTIONIZING THE NEWSPAPER

1. Sectionizing. High school duplicated newspapers are usually sectionized. By sectionizing, the various news stories and features are placed in pre-determined positions. The division of stories, under the sectionizing plan, aids the young journalist who is dubious about story placement.

Page-1. The front page, or page one, of the duplicated newspaper is the most important page. Page one is the show window of all papers. Many times, because of the appearance of the front page, the school paper is accepted or rejected by its readers.

Those stories, determined by the editor as most important, should appear on the front page.

Front page stories should be timely and appealing to the reader.

In schools where the duplicated paper is published once every three or four weeks, it is recommended that the first page be made up last. This will insure some timeliness.

In addition to the most important stories, page one should carry school notices, preferably at the bottom of the page. Feature stories also have a place on the front page, but only if they are timely or add to the makeup pattern.

It is recommended that gossip columns be eliminated from page one. Commercial advertising should not be placed on the front page of any duplicated high school newspaper.

Page-2. Page two is considered the editorial page. If the masthead appears in the conventional left-hand corner, the editorials should follow below it. The editorials and headlines over them are good content indicators. No special type declaring, "EDITORIALS," is necessary.

Good editorial pages usually carry occasional illustrations, features, or a column for contrast.

Under no circumstances should an editor sandwich a straight news story between two editorials. To prevent extra long editorials, the editor may determine a word limit. However, he should not attempt to curb editorial writers who have something important to say.

Letters to the editor are ordinarily placed on the editorial page. Frequently, extra long letters appear for publication. A word limit may also be placed here.

If possible, the editorial page should be free of advertisements. However, most schools need the advertising to finance their paper. Under these circumstances, pages three and four should carry the major ad load. The remaining ads could appear on the editorial page.

Page-3. Most duplicated school newspapers reserve page three for sports stories and columns. This page should include all sports, both boys' and girls' activities. Page domination by one type of news is not considered good journalism.

The sports page may include some feature stories, or maybe a column. Additional stories, however, should not outnumber the sports stories. Some duplicated paper editors place straight news stories on the sports page. This practice is not considered good for best makeup results.

Page-4. Those stories that are timely and cannot be placed on the front page, may be placed on page four. School columns may also be assigned to page four of the duplicated paper.

Editors are responsible for sectionizing the newspaper. They should make certain that all columns and features are not assigned to a single page.

Page four may carry a greater ad load than any other page. The best practice in makeup is page planning, thereby avoiding over-loaded pages.

VI. SUMMARY

Page planning is a very important factor in the makeup of a duplicated newspaper. The following suggestions could be followed for better makeup results.

1. A dummy copy should be made for every page to insure proper story fitting and line justification.
2. Good dummies will also prevent improper story and word breaks.
3. The nameplate and masthead are important features of the duplicated school paper.
4. It is recommended that the duplicated paper be identified properly. Don't forget the dateline on page one and other pages.
5. Without sectionizing, the school paper becomes a jumble of stories. Sectionizing gives the duplicated publication a unified and planned appearance.

CHAPTER V

ADVERTISEMENT MAKEUP AND PHYSICAL CHARACTERISTICS

The duplicated school paper is usually financed through activity fees, circulation, and advertising.

In addition to being a source of revenue, advertising helps high school students by being a medium for the dissemination of ideas. The art work, copy writing, and makeup all enhance the student's education. There is also the student-advertiser contact which opens up a new field of personal relationships. The student learns to sell and defend his product.

Furthermore advertising plays an important role in makeup. It is with this subject that Chapter V will deal. There will be a discussion of the advertising load utilized in the school paper. The placement of advertising and advertising copy will also be surveyed.

I. ADVERTISING LOAD

1. Advertising load. The advertising load is the amount of advertisements placed on each page of a newspaper. This load varies in different duplicated publications.

Frequently, duplicated papers are published which have advertising loads out of proportion to the page size and the number of stories. The advertising load should be balanced proportionately to the number of news stories on

each page. Advisers and editors are responsible for making sure that the advertising load is not greater than the amount of news content. Readers enjoy papers first for the stories that appear.

As each page is planned, the editor must observe certain makeup rules;

1. He must make sure that enough news appears on each page to catch the reader's roving eyes. Readers have a tendency to shy away from ad-filled pages.¹

2. The advertising load should not be crowded on a few pages.

3. Definite advertising patterns are recommended later in this chapter.

4. To achieve readership, the news space should be large and not dwarfed by advertisements.

5. For good makeup results the duplicated high school newspaper may carry approximately 25 per cent advertising. A survey of 10 duplicated Montana newspapers consisting of some 60 pages revealed that an average of 34 per cent of the space was devoted to advertising.

¹ Albert A. Sutton, Design and Makeup of the Newspaper, (New York: Prentice-Hall, 1948), p. 385.

II. PLACEMENT OF ADVERTISING

The number of advertisements available determines their page placement. Usually general page rules are followed for placing advertisements in the duplicated paper.

1. Page-1. Tradition and good makeup techniques limit advertising to the final three pages in a four-page duplicated paper. Newspaper publishers and editors have come to the conclusion that page one is the news page. This idea has been followed by most high schools. School notices and news can properly appear on the front page.

2. Page-2. Usually page two is the editorial section in a four-page paper. This writer previously indicated that editorial page advertising should be limited. In order to insure good readership, the editorial page advertising should be selected and placed carefully.

1. It is recommended that lighter colored illustrations be placed on the editorial page.

2. The advertising load should not be more than the news content.

3. If the other two pages are not overloaded, the editorial page should be free of advertising.

4. Avoid placing advertisements which employ heavy type next to bold face page copy.

5. Keep advertisements away from boxed materials.

6. Do not extend advertisements to the top of any one column, unless it is extremely necessary. Advertisements placed in such a manner restrict headline size and length.

7. Don't entomb editorials between two advertisements.

3. Page-3. In order to take full advantage of the stories appearing on page three, the advertisements should be carefully selected.

Assuming that page three is the sports page, the advertisements appearing here may be related to the news stories selected for the same page.

The larger advertisements should be placed in the lower right-hand corner. Most editors follow the policy of placing advertisements next to news stories. Adjacent printed material allows the reader to glance periodically at the advertisement.

It is recommended that the advertising load on page three be less than page four and more than page two.

4. Page-4. The placement of advertisements on page four is somewhat easier than on other pages. The news content usually appears more diversified. Related stories and advertisements are, however, harder to arrange.

Some editors may over-emphasize the arrangement of advertisements and allied news stories. If good makeup is sacrificed for the combination of these two factors, the practice should be eliminated.

On page four, as on page three, the tops of columns should be open for news displays.

III. MAKEUP PATTERNS

1. Makeup patterns. Several methods are in use for arranging display ads on a page. One method is to place ads in a single column. This has the advantage of being next to reading material. Its disadvantage is that the narrow newspaper column does not permit attractive display.

Another method is to arrange the ads at the bottom and side of the page, with largest ads at the bottom and smaller ones at the top. This is called "pyramid" arrangement.³

2. Pyramid patterns. The pyramid patterns of advertising makeup as illustrated on pages 55 and 56 are considered very effective. In the "half" pyramid pattern of makeup the advertisements are placed in a diagonal line starting from the bottom of the page on the left-hand side. The advertisements, with the largest ones being placed in the right-hand corner, extend to the desired position on the right side of the page.

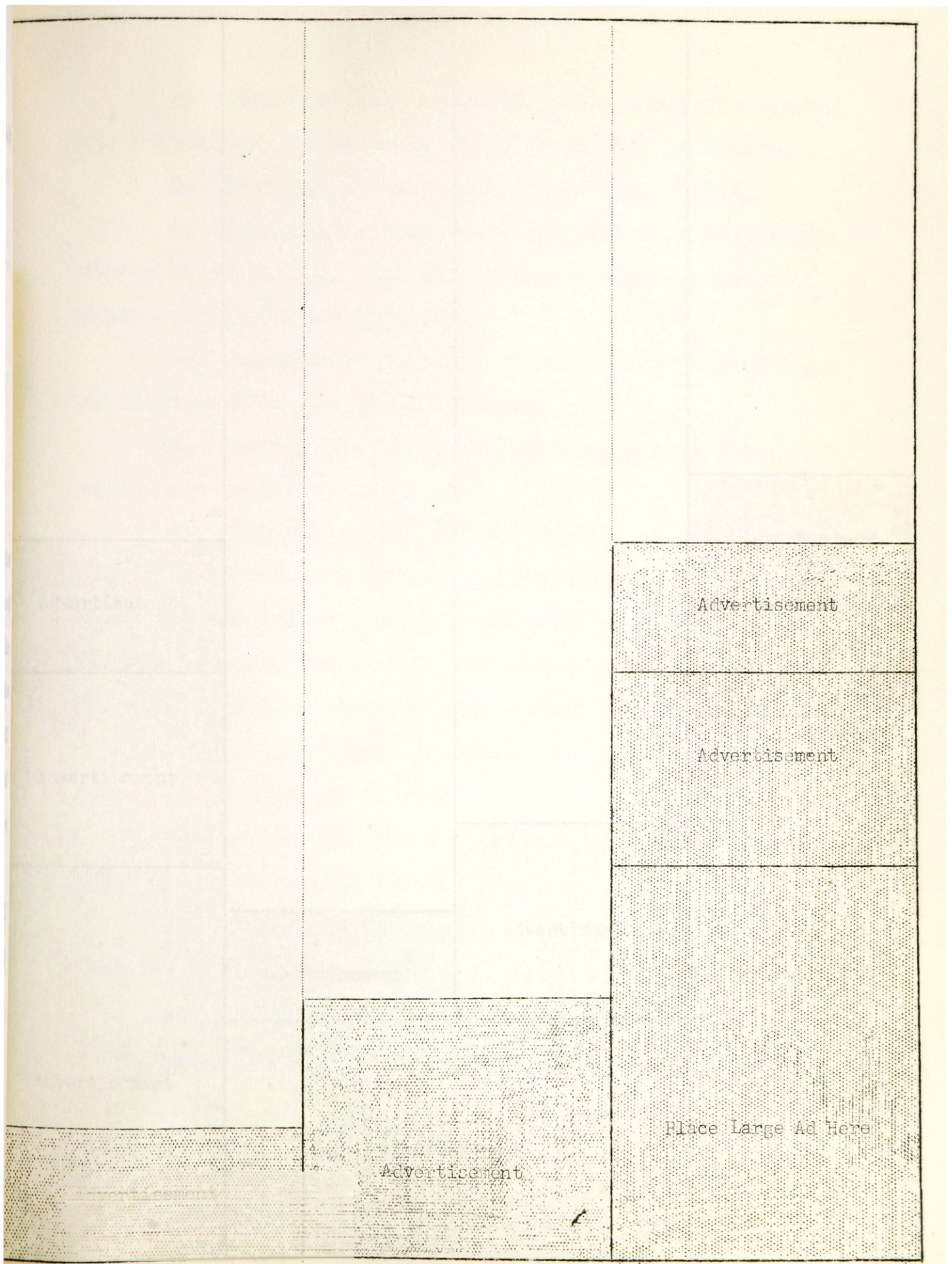
In addition, the double pyramid can be utilized. Large advertisements are placed at the base and stepped up diagonally on each side of the page.

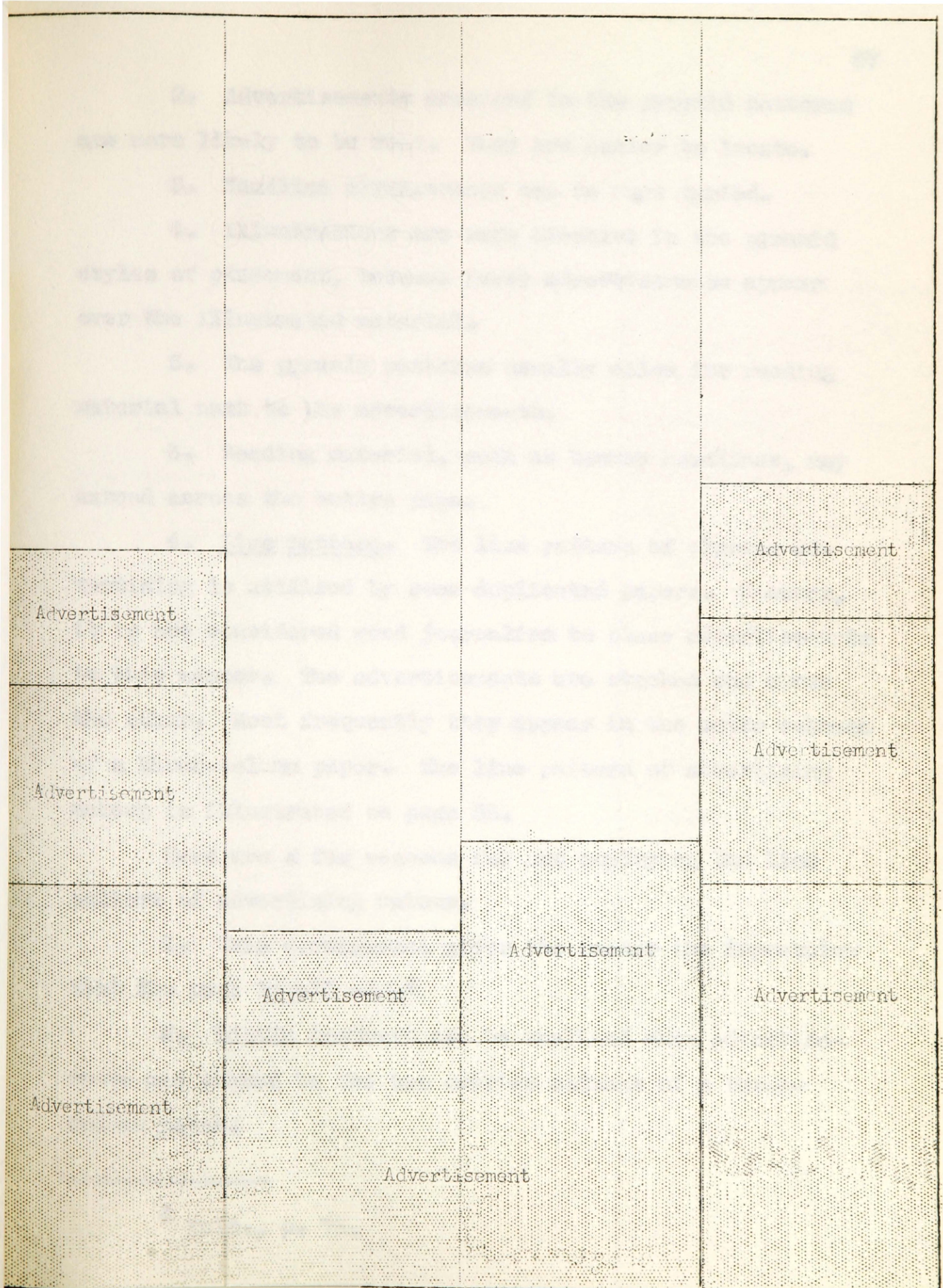
3. Reasons for employing the pyramid patterns.

1. Pyramid-placed advertisements allow more contrast in news story arrangement.

³ F. S. Knight, Damon Knight, The Stencil Duplicated Newspaper, (Hood River, Oregon, 1941), p. 75

ILLUSTRATION NO. 5 HALF-PYRAMID AD PLACEMENT





2. Advertisements arranged in the pyramid patterns are more likely to be read. They are easier to locate.

3. Headline arrangements can be more varied.

4. Illustrations are more effective in the pyramid styles of placement, because fewer advertisements appear over the illustrated material.

5. The pyramid patterns usually allow for reading material next to the advertisements.

6. Reading material, such as banner headlines, may extend across the entire page.

4. Line pattern. The line pattern of placing advertising is utilized by some duplicated papers. However, it is not considered good journalism to place advertisements in this manner. The advertisements are stacked one above the other. Most frequently they appear in the outer columns of a three-column paper. The line pattern of advertising makeup is illustrated on page 58.

Here are a few reasons for not employing the line pattern of advertising makeup.

1. This arrangement gives the reader the impression that the page is all ads.⁴

2. Little contrast can be realized when advertisements are placed in the two outside columns of a three-column paper.

⁴ Ibid., p. 78.

ILLUSTRATION NO. 7 LINE PATTERN OF AD PLACEMENT

Advertisement		Advertisement
Advertisement		Advertisement
Advertisement		Advertisement
Advertisement		Advertisement

3. The line pattern of placement limits banner headlines.

4. All advertisements have a "buried" appearance in a duplicated paper employing line makeup.

5. Advertisers complain because their advertisements seem obscured by others.

6. A full page of one-inch advertisements is usually ineffective.

7. The line pattern of advertising makeup does not have a professional appearance.

8. Illustrations seem useless, especially if too many small advertisements appear, when the line pattern of makeup is employed.

5. Other makeup patterns. One of the least desirable methods is the "double-rectangle," which results in what is referred to as the "well" style of makeup. Ads of the same width are stacked, one directly above the other, in two rectangular forms -- one on either side of the page -- leaving only the center columns open for reading matter.

The number of columns left free for news is dependent upon the width of two rectangles. In every instance, the makeup possibilities are limited, since the area that remains is reduced to a long narrow "well," that makes attractive display of news almost impossible. For this reason, the "double-rectangle" method is carefully avoided by most newspapers.⁵

Occasionally, a combination of well and stack or line makeup is utilized by newspaper editors. This makeup pattern has the same characteristics as the line style except that advertisements are placed across the bottom of the page in addition to the two outer columns.

⁵ Sutton, op. cit., p. 398.

IV. ADVERTISING CONTENT

1. Advertising content. The content or copy for an advertisement is as important as copy for news stories found in high school papers. Good copy enhances the makeup factor. Great care should be taken to obtain the best results.

Most advertisements depend upon the copy to carry the burden of the message. Even those advertisements that rely chiefly on a picture invariably use some copy to complete the message. To prepare copy is "to write copy." However, copy is more than an orderly assemblage of the words to go into an advertisement. Copy embodies the thinking and planning behind an advertisement; it crystallizes the entire idea that the advertisement is to convey; it very frequently suggests the pictorial treatment to be accorded the advertisement.⁶

Copy writing is considered among the foremost necessities for making up the duplicated newspaper well.

Reporting and copy writing demand ability, knowledge, and experience far beyond a surface facility in writing. Requirements for the two occupations are similar in some points. In both, for instance, it is vital to understand people and to use that understanding in the fashioning of lucid material.⁷

It is considered easy to fill costly advertising space with poor copy but is another thing to write good attention-getting copy that will sell the client's products.

⁶ Otto Kleppner, Advertising Procedure, (New York: Prentice-Hall, 1946), p. 39.

⁷ Phillip Ward Burton, et al., Advertising Copywriting (New York: Prentice-Hall, 1949), p. 3.

2. Style of copy. One of the major factors that makes advertising interesting and variable is the copy style. It is generally agreed that no definite style of copy can be written for the variety of products and services that are advertised.⁸

3. Recommendations for good copy.

1. Simplicity is a prime factor in advertising. Copy-writers must show the simplicity and attractiveness of the advertisements. At the same time, they should sell the product.
2. The copy should express the product advertised in a natural manner.
3. The style and appeal of language is of vital importance. If the advertisement is meant for women, the language and style, including the illustration, must be such that it will draw them to read the advertisement.
4. Good copy results when the copy writer knows the audience he is to reach.
5. Heavily shaded and extremely dark letters should be avoided.
6. Careful consideration should be given the size of the advertisement and also the size of the illustrations that may appear.

⁸ Harold Spears, C. H. Lawshe, High School Journalism (New York: Macmillan Company, 1949), pp. 300-12.

7. Illustrations should not be drawn haphazardly but with care.

8. Advertising copy writers get best results when active positive words are employed.

9. Avoid trite expressions. Most readers enjoy originality.

10. Vagueness of copy and illustration lessens the advertisement's readership.

11. Glittering generalities in copy are also common weaknesses. A reader enjoys specificness of thought and language. He wants to know exactly what he is buying or what specific services are rendered.

4. General recommendations.

1. Charity card advertising should be avoided as much as possible. These advertisements get their name from the fact that advertisers feel they are contributing financially to the school paper and no return is realized. They usually run a simple one-line advertisement with a signature.

Charity card advertising can be overcome by proper student education. The student solicitor should know that he represents the entire high school, which is a large market. He should impress this fact upon the advertiser.

2. Students working on the duplicated school newspaper should attempt to sell advertising that varies in size. Some papers are filled with one-inch advertisements

which usually detract from good makeup, especially when they are stacked on one page.

3. Try to impress the advertiser with the idea that you have something to sell and he has more to gain.

4. The paper adviser should encourage art display in the duplicated newspaper. If a good artist is not available, the adviser can turn to the mat service companies.

5. Illustrations aid advertising. Each class of journalism students usually includes some with talent in art which can be utilized to a distinct advantage.

V. SUMMARY OF CHAPTER

In order to gain good makeup results for the duplicated high school paper, the editor should employ a system of advertising placement. He should also know the physical characteristics that make up a good advertisement. These recommendations may help:

1. Keep the advertising load to a point where it appears less than the regular copy.

2. Limit advertisements on the editorial page as much as possible.

3. Place advertisements where they are the most effective.

4. Employ the pyramid styles of makeup for advertising placement whenever possible.

5. Make sure that well-trained students are employed for advertising copy writing.

6. Students should be aware of the fact that advertising partially supports the duplicated paper. They should also know that the personal training from writing and meeting the public is highly educational.

CHAPTER VI

HEADLINES

Every duplicated high school newspaper is filled with headlines. These headlines summarize the individual stories, and also attract reader attention.

With the exception of the nameplate, headlines are the most conspicuous part of a newspaper. But until recently, duplicators have not given headlines the attention they merit.

Headlines serve to improve the appearance of the paper; to summarize the story; to identify the story; and to advertise the story.¹

In this chapter headlines will be considered in relation to good makeup. There are many kinds of headlines but only those utilized to any extent on duplicated papers will be discussed here. This discussion is centered around the flush-left, inverted, pyramid, hanging indention, step-down, and banner headlines. In addition, subheads, and centered headlines are considered.

I. KINDS OF HEADLINES

1. Flush left. The flush-left headline is utilized more on the duplicated paper than any other headline.

EXAMPLE:

Scouts Present
Amateur Show

¹ F. S. Knight, Demon Knight, The Stencil Duplicated Newspaper, (Hood River, Oregon, 1941), p. 21.

This is the most modern headline form. It is simple in design and allows much more freedom for the headline writer.

The flush-left form may consist of two or more lines. Lines always are set flush to the left hand side of the column width. There is no standing rule which says that any one of the lines used should be the longest; however, for the most pleasing results, a uniform style should be followed throughout the schedule.²

School paper advisers should recommend the use of flush-left headlines for good makeup because they have some definite advantages:

1. The flush-left headline is easy to construct because the count does not need to be so exact.
2. White space can be equalized by lengthening or shortening each flush-left headline deck.
3. Flush-left headlines can be written more rapidly than any other type.
4. This headline is considered the more modern style of headline writing.³

In order to achieve good makeup patterns, advisers should make certain that all headlines fit. Flush-left and other headlines are occasionally too long or too short. When a headline is too short, the resulting white space detracts from the headline itself, consequently, readership drops.

² Albert A. Sutton, Design and Makeup of the News-Paper, (New York: Prentice-Hall, 1948), pp. 232-33.

³ Ibid. p. 233.

Some school papers establish rules that the lines must not be the same length and that each line must extend at least half-way across the column.⁴

Headlines that are too long spoil the makeup pattern, especially if they extend into the spaces rules for the right and left margin.

The lettering guides employed for drawing flush-left or any other headline should not be fancy. Fancy letters are hard to read. It is the duty of the editor to impress upon his staff that good readership is the result of well-written stories and legibility of copy.

For good makeup results, it is recommended that not more than three lines be employed for flush-left headlines.

2. Inverted pyramid. Another type of headline seen in some duplicated papers is the inverted pyramid. The inverted pyramid was utilized a great deal before the flush-left headline was known.

EXAMPLE:

Debate Club Formed
At Fairfield
Today

The inverted pyramid form usually is employed as a subordinate deck in a headline. It generally consists of three lines, with the one at the top extending all the way across the column. The two succeeding lines are each set shorter than the one above, with words centered in the measure.⁵

⁴ Harold Spears, C. H. Lawshe, High-School Journalism, (New York: Macmillan, 1949), p. 249.

⁵ Sutton, op. cit. p. 281.

This writer does not recommend the use of inverted pyramid headlines for the duplicated newspaper.

1. The headline decks are too difficult to arrange.
2. Too much white space appears at the point where the story and headline meet.
3. Centering the inverted pyramid takes too much valuable time.
4. Inverted pyramid headlines have a "stiffer" appearance than any other headline.
5. Valuable space, that could be utilized for other worthwhile purposes, is wasted when the pyramid headline is employed.
6. Inverted pyramid headlines usually do not allow the verb to appear in the first line.

3. Hanging indentation. A headline which resembles the flush-left headline is the hanging indentation.

EXAMPLE:

Missoula Student Wins
First Place Trophy
In Debate Contest

The first line of the hanging indentation extends completely across the column. The remaining lines are equally indented at the left, each filling out the column to the right. The last line may or may not be full.

The hanging indentation is recommended in preference to the inverted pyramid headline. Through the use of hanging indentions, more words can be employed in the headline.

4. Step-down. The step-down headline is also utilized on the duplicated school publication. Step-down headlines usually have three lines that step down in a diagonal pattern.

EXAMPLE:

News to Lose Six
When June Class
Accepts Diplomas

No line should be so short in the step-down headline that it leaves excessive white space. Each line should be written so that the step-down for all lines will be nearly equal. In order to write a step-down headline which is well balanced, it is necessary to make an accurate count of the letters and spaces in each line.⁶

The step-down headline is somewhat harder to write than the flush-left because the count has to be more accurate.

5. Banners. A head that extends across the top top of the whole page is called a banner. It may be set in Light Roman, Bold, or Italic type and may consist of a single line, or a two part drop, in capitals or in caps and lower case. The news story for which the banner head is written is placed in the right-hand column of the front page, and is usually preceded by a regular top-of-the column, front page headline in addition to the banner.⁷

⁶ John E. Mulligan, Fred L. Kildow, Experiences in Journalism, (Chicago: Lyons and Carnahan, 1943), p. 238.

⁷ Anne Lane Savige, Gunnar Horn, Handbook for High School Journalism, (Omaha: Douglas Printing Company, 1940), p. 72.

EXAMPLE: Billings Brones Win State Tournament

Banner headlines are considered very useful for good makeup on the duplicated paper. By the employment of these headlines, the student journalists are able to mark important news stories with appropriate identification.

When banner headlines are placed in the duplicated paper, it is considered proper to use smaller decks beneath the banner to tell more about the story. These subordinate decks do not have to be the same type face, but should have approximately the same degree of heavy or light design.

Banner headlines are not employed without giving consideration to the accompanying stories. Utilize the banner headlines only when the stories merit them. Placing a banner headline over an insignificant story may fool the reader once. However, he may pay less attention the next time, when you really might want attention.

6. Centered headlines. Short centered one line headlines may be used for short stories appearing in the duplicated high school newspaper.

EXAMPLE:

PTA Meeting Tonight

The centered headlines are recommended for stories that are placed at the bottom of the page. They are frequently used for club meeting headlines or other school notices.

7. Subheads. No duplicated paper is complete without the use of subheads.

A long column of unbroken type is rank looking and unpleasant to the eye. To add attractiveness to long stories newspapermen follow a practice of breaking these columns with single lines of body type. These lines are called "subheads."

Stories of more than 250 words should be broken by subheads, inserted at paragraph divisions at intervals of 125 to 150 words.⁸

EXAMPLE:

Bourdet Hits Homer

Subheads for the duplicated paper are usually written on the typewriter. In some cases they are centered but may be placed in a flush-left position.

All subheads should be less than one-column in width and should contain a noun and verb.

8. Recommendations for better makeup through headlines. The headline is very important in relation to the appearance of the duplicated paper.

These recommendations may aid the young high school journalists.

1. Employ only one style of headline combination throughout the entire paper. Keep your headline schedule simple.

2. Use flush-left headlines and subordinate decks whenever possible.

⁸ Dewitt C. Reddick, Journalism and the School Paper, (Boston: D. C. Heath and Company, 1929), p. 334.

3. Employ subheads to break the monotony of the typewritten page.

4. Make certain that all headlines fit the given space.

5. Ask yourself this question: Does the headline represent the story for which it was written.

6. Use lettering guides with letters that can be read easily. Avoid shaded letters.

9. General rules for headline writing. These general rules for headline writing could be followed and better makeup may result:

1. The news head needs a verb in the active voice in every deck to have the maximum force. Heads with verbs in the passive voice are dull.

2. Use present or future tense except in a statement referring to a dead person's life or like statement. Write "Principal Speaks at Commencement," not "Principal Spoke at Commencement."

3. Avoid phrasing which leaves successive lines ending in prepositions.

4. Use articles, prepositions, and conjunctions only when necessary for clarity.

5. Avoid negative statements. The head should tell what happened--unless the fact that nothing happened is the feature. Write "Team Loses," not "Team Fails to Win."

6. Use short, concrete words, and avoid repetition of nouns, verbs, adjectives, and adverbs.

7. Do not divide words in the main deck of heads set in traditional type-faces; never divide words in any flush-left head. Consider names a single word.

8. Avoid one-word lines.⁹

⁹ Anne Lane Savidge, Gunnar Horn, Handbook for High School Journalism, (Omaha: Douglas Printing Co., 1940), p. 78.

II. SUMMARY

No duplicated paper can expect good makeup results unless the general rules for headline writing are followed.

In addition, the duplicated paper advisers should encourage the use of flush-left headlines.

The hanging indention is a good-looking headline as is the step-down.

All duplicated papers should employ banner headlines when the stories are important enough to merit them.

Short, centered, one-line headlines are also necessary for the shorter stories appearing at the bottom of the page. Subheads break the monotony of typewritten pages.

Above all, it is recommended that one head-line pattern be used throughout the entire paper.

CHAPTER VII

ILLUSTRATIONS

Illustrations can be used to brighten up the duplicated publication. They are very effective as a news medium because important news features can be stressed more readily when an illustration accompanies a news story.

This chapter will be a general discussion on the kinds of illustrations that may be used. Illustration size and placement are also discussed here.

I. REASONS FOR USE OF ILLUSTRATIONS

Illustrations are employed to emphasize certain events and personalities in and around the school. They also add contrast to the duplicated pages. Above all, illustrations have a news value. The association of illustrations and words usually makes a greater impression on a reader. Students enjoy seeing illustrations that tell a story about themselves or their friends. Illustrations attract attention, consequently readership usually increases.

II. KINDS OF ILLUSTRATIONS

1. Simple line drawings. Probably the simplest kind of illustration is the ordinary drawing which is made up by

students in the journalism or art classes. These illustrations are traced on the stencil where the line impressions are made and finally sent through the duplicating machine.

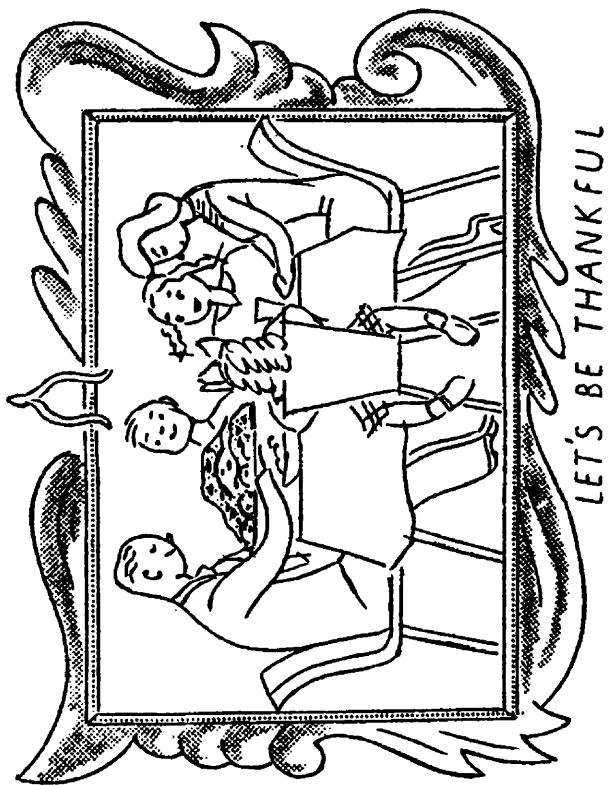
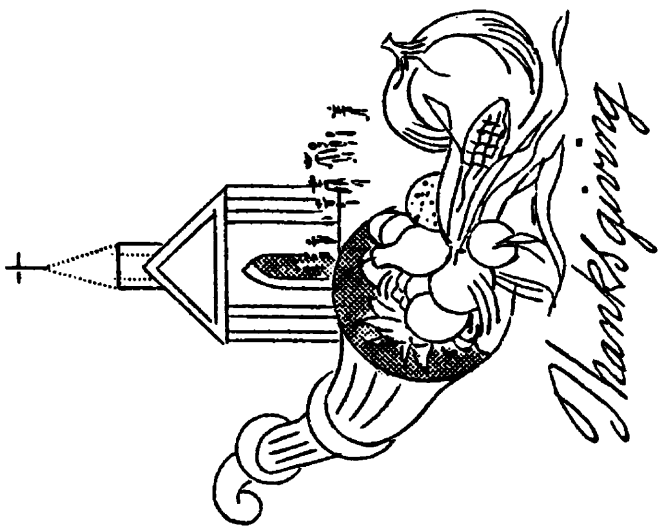
Advisers should encourage the use of art work in the duplicated paper. It is recommended that a collection be kept of all the illustrations ever used. Photographs, line drawings, and other illustrations can be filed in a cabinet or desk for future use. Usually they are alphabetized according to subject and therefore access to them is easy.

When advisers are unable to find competent artists, the mat services are available. The mat service companies are organizations which sell appropriate pictures for nearly all occasions. An illustration of their wide subject matter is found on page 76.

2. Cartoons. Cartoons are another form of line drawings which brighten up the duplicated school paper. Most schools usually have one student who can draw appropriate cartoons.

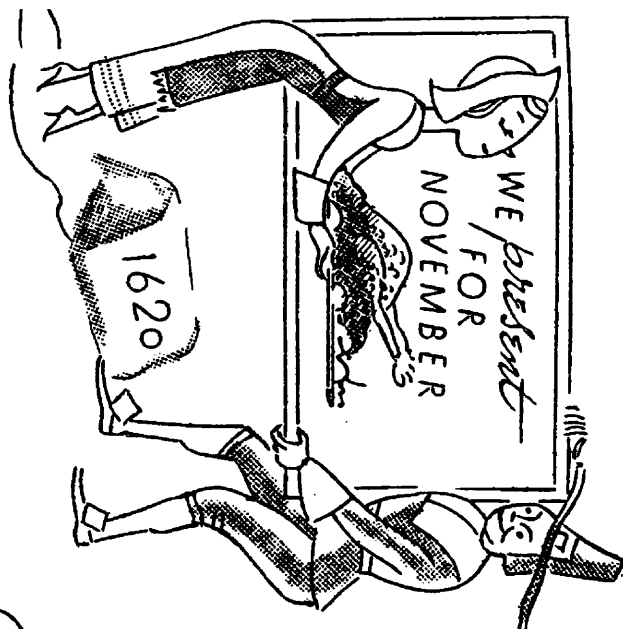
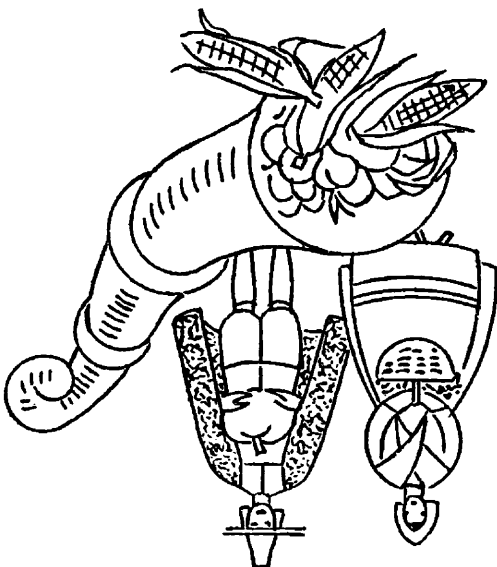
Cartoons give contrast to the duplicated paper. Through the use of these humorous or serious illustrations, the duplicated newspaper draws reader attention.

Students should try to achieve originality in their cartoon drawings. Original subjects usually have more life than copied ones. Characters for cartoons can usually be portrayed better when artists draw them from original thoughts.

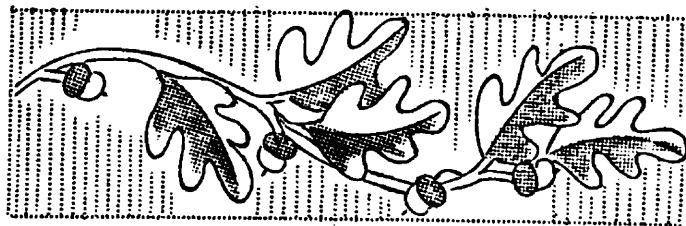
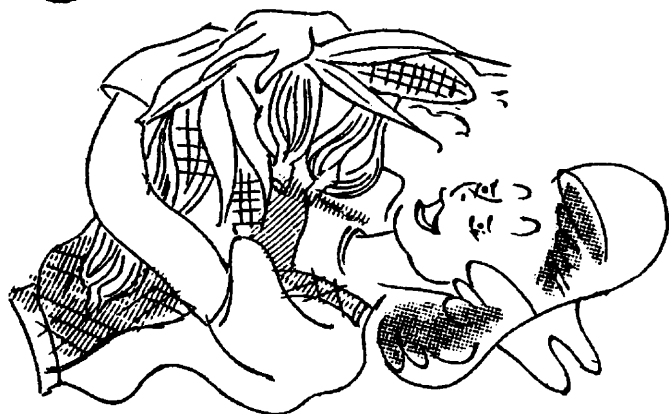


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A. B. DICK COMPANY



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The best cartoons are the ones which interest the entire student body. Advisers should advise against the use of cartoons that ridicule any individual or group.

Probably the most important factor in cartooning is to get plenty of action into the drawing.¹

III. ILLUSTRATION TECHNIQUES

1. Linoleum blocks. In addition to line drawings, linoleum blocks can be used in advertisements or news copy on the duplicated paper.

A linoleum cut may be made very cheaply by some member of the art department or a staff member with a talent for drawing. The artist, after making his drawing, traces the drawing on linoleum blocks prepared for such work and then cuts out the lines of the drawing, or, leaving the linoleum high along the lines, cuts out the rest of the linoleum surface. The first process shows the drawings as white lines on a black surface; the second process is the reverse, black lines on a white surface.²

2. Pasted photographs. Some duplicated papers have their appearance improved by pasted photographs. An ordinary photograph is taken and pasted in the desired position on all copies.

¹ Jean Nash, The Student Editor's Manual, (New York: Eaton Publishing Corp., 1947), p. 72.

² DeWitt C. Reddick, Journalism and the School Paper, (Boston: D. C. Heath and Co., 1949), pp. 331-32.

Makeup of the duplicated paper is somewhat slower when this method of pasted photographs is employed. However, the pictures do aid the appearance of the duplicated paper.

If pasted photographs are utilized, the adviser should make certain that wrinkle-proof paste is used. Otherwise, the pictures will curl on the ends, crinkle, and eventually drop off. Professor Struckman recommended the use of rubber cement.

3. Traced photographs. By making use of the returned annual pictures in the "morgue," it is possible to trace on thin paper the likenesses of any student or teacher. With extreme care these may be cut on a stencil and the persons are easily recognized. Although not an ideal method it is highly satisfactory for staffs whose budgets will not permit a costlier one.³

The student doing the tracing on photographs should employ the finer styli for best makeup results. When heavy styli are employed, the large lines obscure the likeness to the actual photographs. Screen plates may be used to shade certain areas in order that some contrast may be achieved.

4. Wood Cuts. One of the older methods of illustration reproduction is wood cuts. The various lines are cut out similarly to the linoleum block method. Wood cuts are, however, harder to produce than linoleum blocks and more time is required.

³ Ibid., p. 72.

5. Half-tone engraving and zinc cuts. Most newspapers have half-tone engravings or zinc cuts made for illustration purposes. These can be used for the duplicated school paper, but the process is expensive and requires a considerable amount of planning in advance.

The photograph to be engraved is sent to a commercial engraving company. When it has been engraved and mounted, the illustration has to be reproduced through the same letter press process as on a printed paper. For best results the 50 or 60 line screen is recommended.

Duplicated paper pages containing zinc or half-tone engravings have to be made up separately. First, the illustrations are run through the printing press. Second, the duplicated copy is added by means of duplicating machines.

IV. USE OF ILLUSTRATIONS

Illustrations should be placed and used where they will do the most good for the story they represent and for the makeup of the duplicated paper. Advertising copy, news and editorial pages are greatly improved by the use of accompanying illustrations.

The following suggestions are employed in relation to cuts on a printed paper but the same suggestions are considered good for makeup on the duplicated paper:

A. Where to use illustrations.

1. A cut may be used at the top of a column, as a contrasting element between two heads.
2. A cut may be used under the shoulder of a multi-column head.
3. A cut may be run above or by the side of a story with which it is connected; cut and story should never be separated.
4. One-half column cuts may be used in the body of a story. When these small cuts are placed in outside columns, they should be on the inside half of these columns.
5. If two cuts are related to the same story, they may be run next to each other or one above the other.
6. The cut should be considered a focal point for the eye of the reader and should be used as such by the person who plans the page layout. The front page of a well made paper, should, as a whole, like the canvas of an artist, present an effect of unity.⁴

B. Where not to use illustrations.

1. If two cuts are not related to the same story, they should not be next to each other.
2. Care should be taken to avoid bunching pictures at the bottom of a front page when the top of that page carried only light headlines and no pictures. However, a heavy top page of either large type or pictures will provide enough balance to permit the use of pictures at the bottom of the page.
3. Single-column cuts or larger should not be placed where they will be surrounded by body type. They need the blackness of headlines to keep them from seeming out of place.⁵

V. RECOMMENDATIONS FOR SIZE AND PLACEMENT OF ILLUSTRATIONS

1. Illustrations approximately two inches long and one column wide can be used very effectively in the three-column paper.

⁴ Reddick, op. cit. pp. 332-33.

⁵ Ibid., pp. 332-33.

2. Try to keep illustrations above the fold. Illustrations placed on or below the fold do not catch the reader's eye as readily.

3. Be sure that people in an illustration look into the duplicated page. From the outer columns they should face in.

4. Don't place illustrations next to boxed material.

5. When ordinary line drawings are utilized, they usually appear better in color. If too many papers are not circulated, coloring can be done by hand. Illustrations can either be colored by crayons or water colors. Sometimes colored ink is employed.

VI. SUMMARY

Illustrations can be used in the duplicated school paper to aid makeup. They are necessary to place emphasis on accompanying news stories. Some illustrations tell a story without written copy.

There are several methods of preparing illustrations for duplicating. The most economical but effective method, is simple line drawing directly on stencils; however, linoleum block can also be made cheaply.

Wood cuts can be employed but the process is slow. Occasionally, an editor will have illustrations prepared by commercial engravers. This method of picture presentation is costly but very effective.

Printed and traced photographs may also be utilized with good results in the duplicated paper.

The best illustration will not be effective if placed haphazardly on the page. These rules may aid in makeup.

1. Place illustrations where they have the most news value.
2. Stories and accompanying illustrations should be run together.
3. One-half column cuts should be placed on the inside half of the column.
4. Illustrations get best results when they are not bunched on any certain page.

CHAPTER VIII

CONCLUSIONS

The duplicated newspaper can be a very important factor in Montana high schools. It acts as a show window for each school. The public learns about the school; on the other hand, students become acquainted with the public through the sale of advertisements, and in some cases, by gathering community news.

Duplicated newspapers are dependent upon good mechanical equipment so they can be made up properly. In addition, without sound advice from the adviser, and student cooperation, the duplicated high school newspaper could not be published.

This writer, through study of the major facilities used in duplicated makeup, concluded that a good paper can result if the general rules as illustrated here are followed:

I. PAPER

1. Paper. The duplicated publication needs a good grade of paper for best makeup results. Twenty-eight or 24 pound weight is recommended.

In order to show contrast and to emphasize special school events, colored paper should be employed occasionally.

This writer recommends the use of 8½" x 14-inch paper because more news can be printed on a single page. In addition, the long paper offers greater makeup freedom.

II. EQUIPMENT

1. Lettering guides. For good makeup results, this writer advises the use of the dual Roman and italic lettering guides, both upper and lower cases. When too many lettering guides are employed, duplicated makeup may be of inferior quality.

2. Styli. The adviser should also limit the number of styli purchased. The following A. B. Dick styli are recommended: Numbers, 405c, 462, 410XS, 1411 A. and B, 1412 A. and B.

3. Typewriters. Automatic typewriters can be employed in addition to the conventional machines. If the school can afford the larger automatic typewriters, this writer recommends their use.

4. Duplicating machines. For durability and ease of adjustment the A. B. Dick model 440 is the best machine.

5. Ink. No special ink can be recommended. The adviser and staff members should scrutinize the over-all inking jobs and then decide on the best kind of ink.

III. PAGE PLANNING

1. Page planning. Page planning is a necessity on the duplicated high school newspaper. No paper should be duplicated until a dummy copy for each page is made as the first step.

2. Nameplate. The proper choice of a simple but effective nameplate is recommended for all school papers. Avoided nameplates that employ shaded letters.

3. Masthead. The masthead should be effective and informative. It should be in a position on the editorial page where the best makeup results are possible.

4. Sectionizing. By sectionizing a newspaper according to news stories, the students are able to place stories in a pre-determined position.

5. Identification. All school papers should be identified properly on each page. This identification should include the name of the paper, date, volume, serial and page numbers on page one, but on other pages the name and date are sufficient.

IV. ADVERTISING

1. Advertising load. It is recommended that the advertising load be in proportion to the amount of news content. For a four-page paper, a 25 per cent maximum advertising load is recommended. If more pages are run, the percentage of ads may be greater.

V. HEADLINES

1. Headlines. The flush-left headline is the simplest to write, and still it is effective.

VI. ILLUSTRATIONS

1. Illustrations. Readers enjoy papers that have color and contrast. Simple line drawings on a stencil can be used to improve the appearance of the duplicated paper.

VII. CONCLUSION

Above all, the high school paper has an educational value. Students may learn to write more effectively after spending some time helping to produce a duplicated newspaper. They are in a position to think things out for themselves, especially in the drawing of cartoons, making advertisements, and writing feature stories.

By soliciting advertisements and other associations they come in contact with, and are influenced by the public. Students learn to be cooperative in order to sell their paper.

In addition, teamwork is a necessity in order to edit a good duplicated paper. The student is in a position where he has to get along with the adviser and his classmates.

The duplicated newspapers can be a publication of which high schools and communities are proud. They are in a position to compete with the best in the field of high school journalism.

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